



# CONEST 12

## **THE TWELFTH CONFERENCE ON ENGLISH STUDIES**

Coordinator:  
Yanti, Ph.D.

Pusat Kajian Bahasa dan Budaya  
Universitas Katolik Indonesia Atma Jaya  
2016

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2016

Unedited Proceedings



UNIVERSITAS KATOLIK INDONESIA  
**ATMA JAYA**

## PROGRAM

Conference Name : The Twelfth Conference on English Studies (CONEST 12)

Place : Yustinus Building 14<sup>th</sup> Floor

Day & Date : Wednesday, 2 November 2016

Time	Name	Title	Institution	Room
07:30 - 08:30		Registration, Morning Coffee, and Book Fair		
08:30 - 08:45		Opening		
08:45 - 09:35	Galuh Restu Andini Lanny Hidayat	Plenary I		
09:40 - 11:20	1. Dian Adriansah	THE ACQUISITION OF ENGLISH SOUNDS BY SPEAKERS OF INDONESIAN	Atma Jaya Catholic University of Indonesia	A
	2. Alviadeti Novianti Rizki Merdekawati	TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF ICT IN CURRICULUM 2013 (A DESCRIPTIVE QUALITATIVE)	Indonesia University of Education	A
	3. Marina Christifani Benita Aryani	EFL TEACHERS' VOICES ON CURRICULUM CHANGES AS A RESPONSE TO THE SOCIETY'S DEMAND: 2006 TO 2013	Indonesia University of Education	A
	4. David Wijaya	THE REALIZATION OF APOLOGY STRATEGY DONE BY ENGLISH TEACHER OF LBPP LIA MERCU BUANA	LBPP LIA Mercu Buana	A
	5. Yuliana Ambar Sari Eva Nurmayasari	TEACHING ENGLISH NOUN COUNTABILITY: A COGNITIVE GRAMMAR APPROACH	Atma Jaya Catholic University of Indonesia	A
	6. Jumharia Djamereng Lukman Askur	IMPLEMENTATION OF EFFECTIVE READING FOR COMMUNICATION STRATEGIES APPLICATION OF LOW LEVEL STUDENT'S ORAL PRODUCTION	Universitas Indraprasta PGRI Universitas Ibn Khaldun	B
	7. Khairun Nisa	DICTOGLASS: CURRENT TREND IN FOREIGN LANGUAGE EDUCATION (TEACHING IN ORAL SKILL AT HIGH SCHOOL)	IAIN Palopo	B
	8. Ika Handayani Siti Aisah	ENHANCING STUDENTS' SPEAKING ABILITY THROUGH TALKING CHIPS TECHNIQUE	Lampung University	B
11:20 - 12:30		Lunch Break		
12:30 - 14:10	9. Desak Putu Eka Pratiwi Ni Nyoman Denti Ariyaningsih	BALINESE LOCAL VALUES IN TOURISM ADVERTISEMENT "BALI SHANTI"	STIBA Saraswati Denpasar	A
	10. Simon Arsa Manggala	THE BELIEF IN SUPERNATURAL POWER AS DEPICTED IN FOLKTALES	Senata Dharma University	A
	11. Besin Gaspar Dahlan	ENGLISH FOR THE MAIDS	Pusat Bahasa Politeknik UBAYA	A
	12. Amalia Yahya Masruddin	NEED ANALYSIS OF ENGLISH LEARNING MATERIALS FOR ISLAMIC LAW STUDENTS AT IAIN PALOPO	IAIN Palopo	A
	13. Aan Alamsyah	CULTURAL DIVERSITY, GLOBALIZATION, INFORMATIZATION, AND THE IMPLICATION TO EFL LEARNING PROCESS	Atma Jaya Catholic University of Indonesia	B
	14. Clara Herlina Karjo	TRACING L1 INTERFERENCE IN EFL STUDENT WRITING: A CASE STUDY	Bina Nusantara University	B
	15. Jonathan Remus Nilawati Hadisantosa	EXPLORING ENGLISH REQUEST STRATEGIES EMPLOYED BY EFL LEARNERS: A CASE STUDY OF ATMA JAYA UNIVERSITY STUDENTS	Atma Jaya Catholic University of Indonesia	B
	16. Lia Annisa Mahdalena	ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH MORPHOLOGICAL ANALYSIS TEACHING	Lampung University	B
14:15 - 15:05		Plenary II		
15:05 - 15:30	Richel Langit-Dursin	STRATEGIES FOR SUPPORTING MOTHER TONGUE OF EARLY YEARS AND ELEMENTARY STUDENTS	BINUS SCHOOL Simprug	A
		Coffee Break		



## PROGRAM

Conference Name

: The Twelfth Conference on English Studies (CONEST 12)

Place

: Yustinus Building 14<sup>th</sup> Floor

Day & Date

: Thursday, 3 November 2016

Time	Name	Title	Institution	Room
08:00 - 08:30	Registration, Morning Coffee, and Book Fair			
08:30 - 09:20	Plenary III			
09:25 - 11:05	F.X. Risang Baskara	PROMOTING REFLECTIVE THINKING THROUGH JOURNAL ASSIGNMENT IN EDMODO	Sanata Dharma University	A
	Ade Mulyanah	THE ANALYSIS OF DOMESTICATION STRATEGY IN TRANSLATING CULTURAL WORDS IN DAN BROWN'S "ANGELS AND DEMONS"	Balai Bahasa Jawa Barat	A
	Laili Martin	IMPROVING STUDENTS' TRANSLATIONS WITH STYLISTIC ANALYSIS AT STKIP ABDI PENDIDIKAN PAYAKUMBUH	Andalas University	A
	Dyah Rochmawati	THE STRATEGIES AND PROBLEMS OF IDIOMATIC EXPRESSION TRANSLATION BY GOOGLE TRANSLATE	University of PGRI Adi Buana	A
	Syafawati	COMPREHENSION PROCESS OF DYSLLEXIA: A PSYCOLINGUISTIC ANALYSIS	Universitas Widyatama	A
	Alexandra Veronika Listi Ferdini Damopolli	THE SIMILARITIES AND DIFFERENCES OF EASY AND SIMPLE: A CORPUS-BASED STUDY	Universitas Bunda Mulia	B
	Jardi Nugroho	THE USE OF CONJUNCTIVE ADVERBIALS IN THE NATIVE AND NON-NATIVE WRITERS' THESES: SIMILARITIES AND DIFFERENCES	Atma Jaya Catholic University of Indonesia	B
	Mitta Friandani Halawa	AN ANALYSIS OF THE EFFECTIVENESS OF DEDUCTIVE AND INDUCTIVE METHOD IN THE TEACHING OF PARTICIPIAL PHRASE: A CASE STUDY	Bunda Mulia University	B
	Jonathan Tanihardjo	DEIXIS USED IN ARTICLES OF THE JAKARTA POST (AN ANALYSIS OF DEIXIS IN WRITTEN TEXT)	Universitas Negeri Semarang	B
	Tri Okta Evrina	ANALYSIS OF LANGUAGE LEARNERS' PRONUNCIATION MISTAKES/ERRORS	Atma Jaya Catholic University of Indonesia	A
11:10 - 12:35	Y.M. Harsono	THE CHALLENGES IN IMPLEMENTING READING E-CLASS	Politeknik UBAYA	A
	Claudius Bona	AN ANALYSIS ON THE TENDENCY OF ERROR PRONUNCIATION MADE BY STUDENTS WITH INDOONESIAN LINGUISTIC BACKGROUND	STBA Teknokrat	A
	Ranni Putri Stefani	THE DEVELOPMENT COMPLEXITY AND ACCURACY OF ADJECTIVE CLAUSES; A CASE STUDY ON THE WRITING OF AN ADVANCED LEVEL STUDENTS OF AN IELTS PREPARATION COURSE	Atma Jaya Catholic University of Indonesia	B
	Ahmad Roba'i	AN ANALYSIS OF STUDENTS' ANXIETY AND ITS EFFECT ON SPEAKING PERFORMANCE	Universitas Lampung	B
	Rosalia Dian Devitasari	READING TO WRITE: FOSTERING STUDENTS' COHERENT WRITING	Dian Nuswantoro University	B
	Paula Kristianti H.	Lunch Break		
	Cucu Sutarsyah			
	Nina Setyaningsih			
	Anisa Larassati			
	Angeria Verawati			
13:35 - 14:25	David Wijaya	PROCESSING INSTRUCTION AND THE ENGLISH HYPOTHETICAL CONDITIONAL CONSTRUCTION	Atma Jaya Catholic University of Indonesia	A
	Valentina Widya Suryaningtyas	PRE-DETERMINED TEMPLATE IN TEACHING REVIEW WRITING: GENRE BASED APPROACH	Dian Nuswantoro University	A
	Setyo Prashanto Cahyono	ENGLISH LEARNERS' BELIEF ON ENGLISH AS GLOBAL LANGUAGE	Atma Jaya Catholic University of Indonesia	B
	Maria Tamarina Prawati	ANALYSIS THE EFFECTIVENESS OF USAID PRIORITAS PROGRAM ON ENGLISH LANGUAGE TEACHERS' TEACHING COMPETENCE	Bunda Mulia University	B
	Yudi Juniardi Irmawanty			
14:30 - 15:20	John Pahamzah	Plenary IV		
	Afandi Setiawan	ANTECEDENT ALTERNATIVES TO 'REASON' IN WHY-RELATIVE CLAUSES: CORPUS EVIDENCE	SMA Kristen Kasih Kemuliaan	A
15:20 - 15:45	Coffee Break and Closing			



**Table of Contents**  
**The Twelfth Conference on English Studies (CONEST 12)**

Name	Title	Institution	Page
Galuh Restu Andini	THE ACQUISITION OF ENGLISH SOUNDS BY SPEAKERS OF INDONESIAN	Atma Jaya Catholic University of Indonesia	1
Lanny Hidayat	STRATEGIES FOR SUPPORTING MOTHER TONGUE OF EARLY YEARS AND ELEMENTARY STUDENTS	BINUS SCHOOL Simprug	7
Richel Langit-Dursin	PROMOTING REFLECTIVE THINKING THROUGH JOURNAL ASSIGNMENT IN EDMODO	Sanata Dharma University	14
F.X. Risang Baskara	ANTECEDENT ALTERNATIVES TO 'REASON' IN WHY-RELATIVE CLAUSES: CORPUS EVIDENCE	SMA Kristen Kasih Kemuliaan	19
Afandi Setiawan	TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF ICT IN CURRICULUM 2013 (A DESCRIPTIVE QUALITATIVE)	Indonesia University of Education	27
Dian Ardiansah	EFL TEACHERS' VOICES ON CURRICULUM CHANGES AS A RESPONSE TO THE SOCIETY'S DEMAND: 2006 TO 2013 CURRICULUM	Indonesia University of Education	33
Alviaderi Novianti	THE REALIZATION OF APOLOGY STRATEGY DONE BY ENGLISH TEACHER OF LBPP LIA MERCU BUANA	LBPP LIA Mercu Buana	39
Rizki Merdekawati	TEACHING ENGLISH NOUN COUNTABILITY: A COGNITIVE GRAMMAR APPROACH	Atma Jaya Catholic University of Indonesia	43
Marina Christifani	IMPLEMENTATION OF EFFECTIVE READING FOR COMMUNICATION	Universitas Indraprasta PGRI	49
Benita Ariyani	STRATEGIES APPLICATION OF LOW LEVEL STUDENT'S ORAL PRODUCTION DICTOGLOSS: CURRENT TREND IN FOREIGN LANGUAGE EDUCATION (TEACHING IN ORAL SKILL AT HIGH SCHOOL)	IAIN Palopo	55
David Wijaya	ENHANCING STUDENTS' SPEAKING ABILITY THROUGH TALKING CHIPS TECHNIQUE	Lampung University	61
Yuliana Ambar Sari	ORAL PEER REVIEW IN ENHANCING STUDENTS' TEACHING COMPETENCE IN MICRO TEACHING CLASS	Sultan Ageng Tirtayasa State University	65
Eva Nurmayasari	BALINESE LOCAL VALUES IN TOURISM ADVERTISEMENT "BALI SHANTI"	STIBA Saraswati Denpasar	71
Jumharia Djamereng	THE BELIEF IN SUPERNATURAL POWER AS DEPICTED IN FOLKTALES	Sanata Dharma University	77
Lukman Askur	ENGLISH FOR THE MAIDS	Pusat Bahasa Politeknik UBAYA	83 ✓
Khairun Nisa	NEED ANALYSIS OF ENGLISH LEARNING MATERIALS FOR ISLAMIC LAW STUDENTS AT IAIN PALOPO	IAIN Palopo	89
Ika Handayani	CULTURAL DIVERSITY, GLOBALIZATION, INFORMATIZATION, AND THE IMPLICATION TO EFL LEARNING PROCESS	Atma Jaya Catholic University of Indonesia	93
Siti Aisah	TRACING L1 INTERFERENCE IN EFL STUDENT WRITING: A CASE STUDY	Bina Nusantara University	99
Desak Putu Eka Pratiwi	EXPLORING ENGLISH REQUEST STRATEGIES EMPLOYED BY EFL LEARNERS: A CASE STUDY OF ATMA JAYA UNIVERSITY STUDENTS	Atma Jaya Catholic University of Indonesia	103
Ni Nyoman Deni Ariyaningsih	ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH MORPHOLOGICAL ANALYSIS TEACHING	Lampung University	109
Simon Arsa Manggala	THE ANALYSIS OF DOMESTICATION STRATEGY IN TRANSLATING CULTURAL WORDS IN DAN BROWN'S "ANGELS AND DEMONS"	Balai Bahasa Jawa Barat	115
Besin Gaspar	IMPROVING STUDENTS' TRANSLATIONS WITH STYLISTIC ANALYSIS AT STKIP ABDI PENDIDIKAN PAYAKUMBUH	Andalas University	123
Dahlan	THE STRATEGIES AND PROBLEMS OF IDIOMATIC EXPRESSION TRANSLATION BY GOOGLE TRANSLATE	University of PGRI Adi Buana	129
Amalia Yahya	COMPREHENSION PROCESS OF DYSLEXIA: A PSYCHOLINGUISTIC ANALYSIS	Universitas Widyatama	135
Amalia Yahya	THE SIMILARITIES AND DIFFERENCES OF EASY AND SIMPLE: A CORPUS-BASED STUDY	Universitas Bunda Mulia	139
Masruddin	THE USE OF CONJUNCTIVE ADVERBIALS IN THE NATIVE AND NON-NATIVE WRITERS' THESES: SIMILARITIES AND DIFFERENCES	Atma Jaya Catholic University of Indonesia	145
Aam Alamsyah	AN ANALYSIS OF THE EFFECTIVENESS OF DEDUCTIVE AND INDUCTIVE METHOD IN THE TEACHING OF PARTICIPIAL PHRASE: A CASE STUDY	Bunda Mulia University	149
Clara Herlina Karjo	DEIXIS USED IN ARTICLES OF THE JAKARTA POST (AN ANALYSIS OF DEIXIS IN WRITTEN TEXT)	Universitas Negeri Semarang	153
Jonathan Remus	ANALYSIS OF LANGUAGE LEARNERS' PRONUNCIATION MISTAKES/ERRORS	Atma Jaya Catholic University of Indonesia	159
Nilawati Hadisantosa	THE CHALLENGES IN IMPLEMENTING READING E-CLASS	Politeknik UBAYA	163
Lia Annisa Mahdalena	AN ANALYSIS ON THE TENDENCY OF ERROR PRONUNCIATION MADE BY STUDENTS WITH INDONESIAN LINGUISTIC BACKGROUND	STBA Teknokrat	167
Ade Mulyanah	THE DEVELOPMENT COMPLEXITY AND ACCURACY OF ADJECTIVE CLAUSES; A CASE STUDY ON THE WRITING OF AN ADVANCED LEVEL STUDENTS OF AN IELT PREPARATION COURSE	Atma Jaya Catholic University of Indonesia	173
Laily Martin	AN ANALYSIS OF STUDENT'S ANXIETY AND ITS EFFECT ON SPEAKING PERFORMANCE	Universitas Lampung	179
Dyah Rochmawati	READING TO WRITE: FOSTERING STUDENTS' COHERENT WRITING	Dian Nuswantoro University	185
Siyaswati	PROCESSING INSTRUCTION AND THE ENGLISH HYPOTHETICAL CONDITIONAL CONSTRUCTION	Atma Jaya Catholic University of Indonesia	189
Alexandra Veronika Listi Ferdini	PRE-DETERMINED TEMPLATE IN TEACHING REVIEW WRITING: GENRE BASED APPROACH	Dian Nuswantoro University	195
Dampolli	ENGLISH LEARNERS' BELIEF ON ENGLISH AS GLOBAL LANGUAGE	Atma Jaya Catholic University of Indonesia	201
Ardi Nugroho	ANALYSIS THE EFFECTIVENESS OF USAID PRIORITAS PROGRAM ON ENGLISH LANGUAGE TEACHERS' TEACHING COMPETENCE	Universitas Sultan Ageng Tirtayasa	205
Mitta Friandani Halawa			
Jonathan Tanihardjo			
Tri Okta Ervina			
Y.M. Harsono			
Claudius Bona			
Ranni Putri Stefani			
Ahmad Roba'i			
Rosalia Dian Devitasari			
Paula Kristanti H.			
Cucu Sutarsyah			
Nina Setyaningsih			
Anisa Larassati			
Angeria Verawati			
David Wijaya			
Valentina Widya Suryaningtyas			
Setyo Prasianto Cahyono			
Maria Tamarina Prawati			
Yudi Juniardi			
Irmawanty			
John Pahamzah			

## ENGLISH FOR THE MAIDS

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### Abstract

*This article deals with the design of the English course materials for the maids working for the expatriate families in Surabaya and focuses on the steps of the design process, starting from needs analysis using ADDIE approach, the problems in the implementation and the solutions. The first step in this approach is the analysis of the needs of the maids, followed by the next steps, that is, design and develop the course and implement it and finally evaluate the whole process. From the implementation, two main problems are identified. The first problem is the tendency to read the model of dialog as they read Indonesian language due to their educational background. In addition to the pronunciation problem, the second one is their tendency to avoid the formal grammar, especially the word order and sentence patterns. Based on the identifications of the problems, two alternative solutions are recommended: to provide the simple phonetic symbol to help them read/pronounce the words and to simplify the sentence patterns by deleting the auxiliary verbs in some contexts as long as it does not affect the meaning.*

*Keywords: course design, needs analysis, ADDIE approach, instructional materials*

### INTRODUCTION

The design of materials for an English language course should be based on a careful needs analysis. First of all, most learners only learn what they need or what they want to learn (Tomlinson, 1998: 147). The implication is that we teach a grammatical item or a topic for speaking not because it is already stated in the syllabus but because the learners need it. Second, in a context where the course is requested and sponsored by the employers for their employees, it is important to consider the interest and needs of the employers. In some cases, it is the employers who know exactly why the employees should learn or should be trained, and what kind of jobs their employees are expected to perform after the training. In short, the needs of the learners and the needs of the employers should be the primary target in the instructional design while the needs of the teachers and writers are secondary.

This paper is concerned with the experience of the writer in designing the English course materials for the maids working for expatriate families in Surabaya. The expatriates work in the same company (a foreign textile company for export) but they come from different countries: China/Hong Kong, Singapore, India, and Canada. The focus is the steps of designing the program, the problems and solutions using ADDIE (Analysis, Design, Develop, Implement and Evaluate) approach. The product of the design is expected to fill in the shortage of English language textbooks for the maids available in the market. The number Indonesian women working as maids in the English speaking countries such as Singapore and Hong Kong increase steadily but the English textbooks specially designed for the training of the maids in the bookstores are limited and difficult to find. The only one found in the internet is *English for the Maids* written by Kim Thanh in 2012 but it is not available in the local bookstore.

### THE PRINCIPLES OF COURSE DESIGN

In the context of language teaching, both Fraida Dubin and Alite Ohlstein (1986) and Brian Tomlinson (1998) define course design as the process of developing programs and materials for language teaching. But Smith and Ragan (1999) use the term 'instructional design' in stead of course design to refer to the systematic and reflective process of translating the principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation. The main questions to consider are for whom the instruction is designed, what goals drive the instruction, and which objectives will students follow to ensure they do what you want them to do.



According to Dubin (1986: 35), the product of the design are syllabus and the textbook. Syllabus is a document translating the curriculum into a more detailed and operational programs such as the name of subject, objectives, main topics, delivery methods, evaluation and course schedule. Textbook is the teaching materials designed for the students to use which can be a textbook bought in the bookstore or a book compiled by the teachers themselves.

#### **ADDIE approach**

There are many different models used in the instructional design to develop the course materials but the one widely used is ADDIE (Analyze, Design, Develop, Implement, Evaluate) although many others exist and are used. This model was first designed by Florida State University in 1980 and developed by Reiser dan Mollenda in the 1990s ([www.niu.edu/facdev](http://www.niu.edu/facdev). Downloaded on September 20, 2016). The first step in this model is to analyze and understand all aspects of the instructional problem. In other words, why are we teaching what we teach and who are our learners. In the context of English for the employees, it is not only the needs of the employees but also the needs of the employers. In the *design* phase, we have to consider all components of instruction from beginning to the end. During the design phase, we write learning objectives for events and tasks required, determine which methods, materials and media will be incorporated in the course. The design can be in the format of a syllabus. *Development* (or production) is the step where we actually create the things used in teaching: the lecture material, the handouts and assessment rubrics that instructors and students will use. We have to check whether we can get by using existing product or to begin from scratch. *Implement* is where the actual instruction takes place. This is where instructor teaches the students using the textbook. *Evaluation* happens at two levels: formative which tells us what is occurring and summative which tells us what has occurred. With data in hand, instructors need to ask how he/she can modify the instruction to improve its next presentation.

### **THE STEPS IN THE COURSE DESIGN FOR THE MAIDS**

Referring to the ADDIE approach, the design of this course follows five steps.

#### **A. Conducting the needs analysis**

This course was designed in 2015 for the five maids working for the expatriates living in a company apartment with their families in Surabaya. The expatriates work for a foreign company producing textile for export. They are in the top management positions and come from different countries such as Singapore, Hong Kong, Canada and India. They cannot speak Indonesian language. They always communicate with the local staff in English.

The first thing to do in this step was to talk to the expatriates living in the company apartment who employed the maids and then talk to the maids. The expatriates wanted them to understand and communicate in English to perform their jobs. In the apartment, the maids interacted mostly with the wives and children of the expatriates. The maids are not always based in Surabaya. If the boss is based in the branch office in Singapore or Hong Kong, the maids also go with the family. Therefore, English is essential. From the interview with expatriates about the jobs of maids and their expectation, I formulated the following as their job and their needs of learning English:

- |   |  |
|---|--|
| 1. To ask the name and address of someone | 7. To ask about the price and do shopping                |
| 2. To introduce herself                   | 8. To give instructions to children                      |
| 3. To talk about number, days and date    | 9. To ask for permission                                 |
| 4. To talk about the time                 | 10. To know the names of vegetables and fruit in English |
| 5. To point where things are in the house | 11. To ask for directions.                               |
| 6. To receive and make telephone calls    |  |

From the interview with the five maids, I got the following information. The five maids are from one of the villages in Ponorogo, a very remote district in East Java. They are between 25 to 35 years old and have been working as maids in the apartment for less than one year. Three of them are elementary school graduate while the other two only finished grade four. They have never learned English before but they want to learn because the boss said that if their English was good, they would be paid more and have the opportunity to go with the boss and live in Singapore or Hong Kong with higher salary. They like to watch the TV program in English although they do not understand it. These kinds of information are important to design the strategy and delivery methods.

**B. Design the program**

Based on the the needs analysis in the first phase, I designed the program/course outline. This course outline included , the number meeting/length of the course, the instructional objectives, main topics, delivery methods, media and textbook, and evaluation as seen in the table below.

Name of the course	English for the Maids at PT XYZ
Number of meeting	32 meetings with 90 minutes/meeting, two times /week
Number of participants	5
Course description	This course is deigned to train the maids at company apartment of PT XYZ to communicate in English in order that they can do their jobs better. The topics are concerned with their jobs as maids such receiving telephone calls, giving instruction to children,asking and answering questions about time, days, and date, etc. The English language to be learned is the semi-formal one.
General instructional objectives	After completing the ocurse, the participants are able to communicate with their boss and their families (including the children) about their jobs using simple and understandable English language.
Main Topics	1. Greeting 2. Introducing oneself 3. Talking about numbers, and time 4. Talking about days and dates 5. Asking for names, address and tel. Number 6. Making and receiving telephone calls 7. Giving instructions to children 8. Asking for the price of goods 9. etc. (totally 16 topics)
Delivery methods	1. Mechanical drills and meaningful drills 2. Group practice/role play
Materials and media	Handouts, pictures, CD ( including songs)
Evaluation	Oral evaluation every two weeks for progress report to the employers

**C. Develop the materials**

Based on the main topics which have been identified and stated in the design phase, I developed the materials unit by unit. Each unit has the objectives/language function to be learned, two dialogs followed by some notes on the meaning of words/sentence patterns, and practices ( both mechanical and meaningful drill) as seen in one of units below. In this phase, I also consulted some lecturers who have the expertise in the design of instructional materials. The objectives are formmulated in Bahasa Indonesian in order that they can understand it.

**UNIT III. ASKING FOR ADDRESSES AND TELEPHONE NUMBERS.**

*Dalam unit ini, anda akan belajar*

*1) bagaimana menanyakan dan menjawab pertanyaan tentang alamat*

*2) bagaimana menanyakan dan menjawab pertanyaan tentang nomor telepon*

**DIALOG A**

*Siti sedang berbicara dengan Mr Aditya, seorang expatriate dari India.*

Mr Aditya : Siti, where do you live?

Siti : I live in Surabaya, Mister.

Mr Aditya : What is your address?

Siti : My address is Jemur Sari Street, Block II no 34, Surabaya.

Mr Aditya : And your telephone number? What is your telephone number?

Siti : Oh, my mobile phone number is 08123456677

And your address, sir?



Mr Aditya : Oh, my address is Graha Family Apartment Block B number 504.  
 Siti : May I know your telephone number, sir?  
 Mr Aditya : Sure. My number is 5616307  
 Siti : What is the name of your office?  
 Mr Aditya : My office is Bumi Hyatt Hotel Surabaya.  
 Siti : Where is it?  
 Mr Aditya : It is on Basuki Rahmat Street.  
 Siti : Thank you very much, Mister  
 Mr Aditya : You are welcome

#### LATIHAN 1

Anda ingin tahu alamat dan nomor telepon dari orang-orang dalam daftar di bawah ini. Tanyakan pada teman anda dan dia akan menjawab menggunakan data yang ada. Ikuti model di atas

Conoth : Where does Mr Jason live? He lives ...

What is his telephone number? His tel. number is ....

Name	Address	Tel number
Mr. Jason	Margorejo II/ 20 Surabaya	6764432
Mrs Bandara	40 Darmo St., Surabaya	085648151537
Mr Kim	Darmo Apartment Block B, 506	08123224567
Mrs. Lim	Jemur sari III/ 40 Surabaya	712333555

#### LATIHAN 2

Anda tanya tentang alamat dan nomor telepon teman-temannya yang bekerja di Surabaya sebagai pembantu. Ikuti model di atas. Lalu dia juga akan bertanya hal yang sama kepada anda.

#### D. Implement the program

After finishing the development of the materials of each unit, it was time to start the first meeting. I was surprised to find that the five maids were very enthusiastic and motivated to learn English and I tried to find out why. Later they said that they wanted to learn English because their boss would take them to Singapore or Hong Kong and increase their salary if their English was good. In short, they had strong instrumental motivation to learn English. I applied functional approach which focuses on learning a language for communicate. I started with reading the dialog as model, followed by drill both mechanical and meaningful drill to achieve the fluency as recommended by Harmer (2012: 108)

#### E. Evaluate the program: problems identified

Based on the first three meetings, I identified and wrote down two problems which impeded the learning process. The first one was that they had trouble reading the words in the dialog since the spelling and pronunciation are very different, unlike Indonesian language. They tended to read the words like the way they read in Indonesian, such as "chair" as //cair//. They also said that they had trouble understanding the language of the children (5- 8 years old). Two of them almost got frustrated although I tried to please them by saying their pronunciation was okay in the sense that it was understandable. In addition to the pronunciation, the second problem was the grammaticality of their sentences. They tended to drop the function words such as auxiliary words in negative and questions forms,; *what your name? What time you come? He in office. Mrs. Chang not home. You want tea?*

To solve the problems, I decided to revise and make some changes in the instructional materials. First, I provided simple phonetic transcription for words with difficult pronunciation such chair /cer/, cook/kuk/, high/hai/, buy/bai/, know/nou/, sleep/slip/, bathroom/batrum/, etc. It worked well. In addition, to make them familiar with the language of the children, I showed some videos to demonstrate how children speak English. They really enjoyed it. Then to cope with the second problem, I tried to simplify the sentence patterns in some dialogs by deleting the auxiliary verbs and some other function words as long as it did not affect the meaning or it was understandable as seen here: *What your name? You want to eat? Driver late today. Howmany you want? Etc. Etc.* In this case, intonation plays an important role to show whether it is a question requiring responses or a statement.

## CONCLUSION

Based on the description above, it is clear that designing the English instructional materials for the maids is challenging, not only in the design and development phases, but also in the implementation. First, the textbooks available in the market is still very limited. Therefore, we have to write the dialogs or text ourselves or modify dialogs taken from other sources and adjust it to the needs. Second, most maids working for the families of the expatriates come from the remote areas with very low formal education. However, it does not mean that they cannot learn. The case study showed that they have very high instrumental motivation to learn. They want to learn because their boss promised to increase their salary and take them to Singapore or Hong Kong if the boss with his family is based there. They have heard the success story of their neighbours who work in Hong Kong with high pay because of their competence in spoken English.

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- ★ Language Teaching